

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 12 PM 1:24 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Ranger Independent School District	067907	001, 041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-6002295	14	11	011450723
Mailing address	City	State	ZIP Code
1842 Loop 254E	Ranger	TX	76470

Primary Contact

First name	M.I.	Last name	Title
Nanette	R	Edwards	Technology Coordinator
Telephone #	Email address		FAX #
254-631-1343	nedwards@ranger.esc14.net		254-647-1895

Secondary Contact

First name	M.I.	Last name	Title
Karen	L	Saunders	HS/MS Principal
Telephone #	Email address		FAX #
254-647-3216	ksaunders@ranger.esc14.net		254-647-1895

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
John	M	Thompson	Superintendent
Telephone #	Email address		FAX #
254-647-1187	mthompson@ranger.esc14.net		254-647-5215

Signature (blue ink preferred)

Date signed

May 12, 2014

Only the legally responsible party may sign this application.

701-14-107-080

Schedule #1—General Information (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding is insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ranger ISD is applying for the Technology Lending Program (TLP) grant in order to improve equity of access to instructional technology to our students both on and off campus, 24 hours a day, 7 days a week. This grant will provide resources necessary to improve the quality of learning and increase performance on standardized tests and classroom performance by implementing a one-to-one lending program with residential internet access. The program will strengthen the home-to-school connections by providing access to the internet to all Ranger residents. Further, Ranger's basic system of instruction will be one where the current day-to-day instruction extends beyond the classroom by providing economically disadvantaged sub-groups with additional learning opportunities so that they can be accelerated to the point that they can rejoin their age=peers for graduation. In conclusion, the goals of this grant directly relate to RISD's technology plan to move its High School and Middle school campuses from the average/advanced technology to the target level of the Texas STAAR Chart, allowing seamless integration of technology between our teachers and students in and outside the classroom on a daily basis.

Budget Development. The budget from Ranger's TLP was developed after assessing the current campus technology needs, which determined a one-to-one program with Wi-Fi hot spots and a MiFi residential device check-out system best fit our students' needs. Budgetary item costs were determined for 250 notebook devices, 3 Wi-Fi hot spots devices, MiFi residential Wi-Fi devices, on-campus charging stations, and internet service agreements for the Wi-Fi hot spots and MiFi devices for life of the grant. Related Demographics. The demographic data show that Ranger Middle and High school students are 76.9% economically disadvantaged, as shown on the 2012 Snapshot enrollment data from PEIMS. Data on state reports show this sub-group population performing below state averages in all tested areas. Grant funds will enable RISD to provide innovative learning opportunities in and around student residential areas as well as at school. Our grant design reflects identified needs in the RMS and RHS needs assessment. The campus principal designed a comprehensive needs assessment. Ranger maintains an effective effort to keep our needs assessment process up-to-date. After data are gathered from all parties, they are sorted and prioritized by campus teacher teams. The campus SBDM evaluates data that teams recommend and determines priorities, accuracy and action plans. The SBDM determines needs assessment efficacy as well as evaluates needs assessment process. Changes and/or updates to the process are recommended to the campus principal for action. Grant Management. At the campus, the principal and grant management team will use the current system of monitoring special populations and programs to assure they are tied to TEKS and promote increased academic understanding for all students. The current system of determining effective staff development programs will be extended in a similar manner. Both of these items will be integrated into the CIP so that the items that are found to be effective at increasing measured student academic and social performance can be continued beyond the funding of this grant. The effects of the student program will be evaluated in terms of increased student performance in the regular school day classes to assure that there is a seamless flow between the student learning settings. The SBDM committee will provide input into the formative evaluation of the program so that day-to-day changes in the program can be made to allow the TLP to be responsive to our students' needs. The SBDM will link with the grant management team to assure that parents are being trained and these parents are given an active role in shaping the TLP final program. The SBDM and principal will work with the grant management team to develop a system of training for staff, parents and other stakeholders, which will allow the needs of students to be better met. At the district level, the fiscal and TEA reporting will be done by the Central Administrations office. Grant Evaluation. Qualitative, quantitative and formative evaluation methods will be used for TLP grant monitoring. Quantitative progress reports will be done on a semester basis. This data gathered in the first year of the program will be used as a baseline to track future gains in student academic performance and to assist the campus in developing long-term CIPs. Data to be gathered will include: gains in classroom performance as measured by class grades; performance measures on various software programs and other standardized tests; teacher, student, parent evaluation of the quality of instructional technology materials and other resources provided by the program; gains in STAAR scores; attendance at various programs; and increases in the number of parents and other community stakeholders who volunteer at the campuses. Qualitative progress reports will be done on a semester basis. The data gathered in the first year of the program will be used as a baseline to track future gains in student performance that is not directly related to academics and how the community stakeholders "feel" the program is positively affecting the campus. Data to be gathered will include: the feelings the stakeholders have about being included in the campus; the integration of the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

community into the campus culture; the feelings the students have about how the program has helped them improve; the feelings the staff have about how the program as affected their teachings; and the feelings the parents have about their inclusion in their child(ren)'s education. Formative evaluation will begin during project development and will continue throughout the grant funding period. The intent is to assess ongoing project activities and provide information to monitor and improve the project. Formative evaluations will be conducted at several points in the developmental life of this project. Examples of the information to be collected are as follows: 1. The extent to which the activities of the project were implemented as planned; 2. The effectiveness of the activities in achieving the goals and objectives of the project; 3. The impact of the project activities on the participants; 4. The extent to which performance targets were met; and 5. The methods by which the program needs modification on a day-to-day basis to meet project goals will be determined by the data from the students. Statutory Requirements. Ranger ISD assures that all statutory requirements have been met. The campus grant management team members each reviewed all provisions and assurances required for the program to ensure accuracy of data and compliance of program provisions. TEA Requirements. All elements in Ranger's TLP grant proposal are designed to meet the stated goals of TEA's requirements. The grant management committee reviewed each requirement to ensure compliance; changes and revisions were incorporated into the final document.

In conclusion, RISD is committed to the success of the TLP grant. As reflected on our needs assessment, implementation of a one-to-one technology lending program with residential access to the internet is a prioritized need, particularly for our economical disadvantaged sub-group population, as recorded by teachers and students. RISD is committed to the success of the lending program for the duration of the grant and beyond in order to ensure our students can compete as 21st century learners and doers in the world-wide job market. Further, to allow RISD to maintain the success, this program will be funded and supported past this grant's specific funding period. We will link this program to future grants and the campuses "hard money". This will allow for grant funds to determine the items that are effective and create a world class educational system at Ranger Middle and High schools.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 067907			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$25150	\$0	\$25150
Schedule #9	Supplies and Materials (6300)	6300	\$66550	\$0	\$66550
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Total direct costs:			\$91700	\$0	\$91700
Percentage% indirect costs (see note):			N/A	\$8300	\$8300
Grand total of budgeted costs (add all entries in each column):			\$91700	\$8300	\$100000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$0
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Wi-Fi Hot spots & MiFi portable hot spot devices for internet service	<input type="checkbox"/>	\$8400
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Insurance of equipment		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: 3 year multi-year policy to cover computer equipment		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$16750
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$16750

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 067907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions: NA	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Provide internet service for residential area access		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions: NA	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 067907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$16750	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$8400	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$16750	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$25150	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 067907

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted \$0
	<input checked="" type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input checked="" type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted \$56550
	#	Type	Purpose	Quantity	Unit Cost	
	1	Computer Notebooks	Student Lending Program to access instructional materials	250	225	
	2	Wi-Fi units	Wi-Fi Hot spots for residential access	3	100	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$0
6399	Supplies and materials associated with advisory council or committee					\$0
Subtotal supplies and materials requiring specific approval:					\$0	
Remaining 6300—Supplies and materials that do not require specific approval:					\$10000	
Grand total:					\$66550	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 067907		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 067907

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$0	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			228	
Category	Number	Percentage	Category	Percentage
African American	7	N/A	Attendance rate	94.0%
Hispanic	48	N/A	Annual dropout rate (Gr 9-12)	1.5%
White	166	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	174	76.9%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	5	2.21%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	81	35.59%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								41	31	31	35	37	23	30	228
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Middle School and High school's new principal joined the school system at the beginning of the 2013-2014 school year. The principal is and has been in the process of taking the campuses through a full, systematic needs assessment process by evaluating multiple sources of pertinent data for the purpose of identifying and addressing student-centered areas of concern. The needs assessment process is a three-tiered method to acquire an accurate picture of our student body and campus community by identifying and prioritizing student needs, in terms of achievement towards campus goals. The first step includes all stakeholders on campus, who respond on a needs assessment worksheet. Worksheets have student data (testing, attendance, discipline, grades), listed by subgroup population and current CIP academic achievement goal, by core subject area. Ranger used several instruments to determine student achievement. The primary test was STAAR for those tested grades/subjects. Other instruments used include the following: diagnostic tests from Accelerated Reading (AR), Istation, Think Through Math, Aleks Math, six weeks exams, mid-year Mock STAAR benchmark. Stake-holders were asked to analyze data, list 3-5 student successes and 3-5 areas of student need, write 3-5 goal statements addressing the needs and some suggestions to improve these areas.

Next, the campus SBDM committee gathered all input sheets, sorted by core content area and collaborated to identify the top 3 student-centered needs for each content area. Committees listed strengths and weaknesses and compiled a general narrative. The committee listed the top 5 strengths, in order to use those strengths to help improve areas of need. The committee then looked at areas of need and ranked them in order of which top 5 areas are the most important red flagged areas of need. The committee brainstormed strategies and ideas to come up with a suggested plan of action with curriculum suggestions, professional development, budgetary items necessary to meet the plans' goals. Included in the plan of action is are "check points" planned throughout the year to review the plan of action and corresponding data to ensure campus and students are tracking in a positive direction.

The final stage is an ongoing follow-up not only annually, but periodically throughout the year. Four distinct "check points" occurred this school year and are planned for October, December, February and April, 2014-2015. All campus teachers participate in the check points to look at individual student data, sub-group data, testing (both state and classroom curriculum), and other student factors. Plans are adjusted according to student need.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Focus on closing performance gaps with target of improving the All Students, White, and Economically Disadvantaged, struggling students and total groups. Focus on performance growth in Reading, Writing, Mathematics, Science, and Social Studies, with emphasis on the Middle School grades where 2013/14 assessment score are 20% below state averages.	Ranger's grant program proposes placing a notebook computer as a 21 st century learning tool into the hands of every Middle and High School student beginning the Fall of 2014. The intent of the program would be to ensure students learning anytime, anywhere and worldwide learning via access to the internet at anytime to increase interactivity in the classroom, increase student engagement and facilitate optimal learning.
2.	Increase student access to instructional technology in order to allow for increased differentiation in not only lesson planning for teachers, but access to online curriculum resources to engaged and empower students in the learning process.	Implementation of a one-to-one technology notebook program will transform how teachers teach by increasing interactivity in the classroom. Teacher work can be differentiated more easily, making teachers more effective facilitators in the learning process. Instructional materials can come from a variety of sources. Increased student interactivity in the classroom with the use of technology to access instruction materials will engage students in active, authentic learnings.
3.	Provide greater access to equal educational opportunities through the use of technology. More than 75% of Ranger ISD is Economically Disadvantaged. Surveys show that more than half the student body does not have access to technology and/or a computer device at their residence.	Ranger's grant program would incorporate a MiFi device lending program for residential internet access, along with the installation of Wi-Fi "hot spot" in 3 strategic residential areas to provide an opportunity for our Economically Disadvantaged students. The instructional focus would be to extend learning beyond the school house, provide digital learning content and resources that can be differentiated to meet the challenging needs of our unique student population.
4.	Old, outdated textbooks and lack of adequate funding has limited classroom curriculum resources available for teacher and student use. Additionally, the recent textbook adoption process highlighted glaring deficits in student access to technology resources and the district's capacity to support the online instructional resources.	A one-to-one notebook program would allow students immediate access to online instructional materials, both at school and home.
5.	Students are unmotivated in class, bored by a lecture-oriented model adopted by some teachers who lack adequate technology access.	In Ranger's program, the goal will be for students to become more active learners and producers of knowledge, with effective use of digital devices progressively leading to more engaging forms of classroom interactions.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	14 years technology related teaching experience, 2 years director experience, BS in Administrative Systems.
2.	Campus Principal	8 years teaching and 10 year campus principal experience. Involved with implementation of one-to-one laptop lending programs at two different districts, additional certifications in Mathematics & Reading Specialist.
3.	Lead Middle Teacher	10 years related teaching experience, Technology Academy of Public Schools graduate, BS in Secondary Science, MS in Integration of Literacy in Science.
4.	Lead High Teacher	15 years related teaching experience, BS in Secondary Science, HS in Integrations of Literacy in Science
5.	Campus Assistant Principal	8 years education experience, BS in Social Studies. Involve in campus implementation of a one-to-one lending program.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve equity of access for economically disadvantaged to technology at home	1. Purchase, prep and roll-out all technology devices	10/01/2014	10/31/2014
		2. Implement a prioritized MiFi device check-out	10/01/2014	12/31/2014
		3. Track # of Econ DIs students home internet use	10/01/2014	08/31/2016
		4. Track student extension activity outside school day	10/01/2014	08/31/2016
		5. Formative assess lending program each 6 weeks	11/14/2014	06/01/2016
2.	Enhance student learning and achievement in core academic subjects.	1. Formative asses student performance each 6 wks	11/14/2014	06/01/2016
		2. Semi-summative eval to analysis student perform	12/01/2014	06/30/2016
		3. Innovative a 24/7 delivery of rigorous course mat'ls	10/01/2014	06/01/2016
		4. Monthly core team instructional meetings	11/01/2014	06/30/2016
		5. Integrate instructional technology in all core subj.	10/01/2014	06/01/2016
3.	Institute differentiated instruction to increase student engagement and performance.	1. Resign curriculum to support online instruct mat'ls	10/01/2014	03/31/2015
		2. Expand online curricular and instructional offerings	01/01/2014	08/31/2016
		3. Monitor integration of technology into curriculum	10/01/2014	06/01/2016
		4. Document/monitor use of technology in instruction	10/01/2014	06/01/2016
		5. Develop websites/online resources to share lessons	10/01/2014	08/31/2016
4.	Provide parent orientation, student training and ongoing home-to-school support.	1. Develop/implement Technology Lending Agreement	10/01/2014	11/01/2014
		2. Parent/student orientation assemblies	10/01/2014	12/31/2014
		3. Design parental involvement home-to-school progrm	01/01/2015	06/30/2016
		4. EOY parent/student program surveys	05/01/2015	06/01/2016
		5. Create teach-parent online communication system	10/01/2014	06/01/2016
5.	Foster effective use of wireless tech through best practices in tech integration.	1. Integrate tech apps TEKS in core subjects	10/01/2014	06/01/2016
		2. Technology literacy surveys/checkpoints	10/01/2014	06/30/2016
		3. Design and implement an Internet Safety program	10/01/2014	08/31/2016
		4. Create collaborative, inquire-based learning environ	10/01/2014	06/01/2016
		5. Electronic data use to differentiate instruction	10/01/2014	06/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Middle and High schools currently review progress toward campus goals 4 times a year; October, December, February and April. Academically, core content teachers are required to enter student unit assessments into the districts data management system (Eduphoria), which is coded by TEKs objective and level of difficulty on Bloom's taxonomy. Teachers participate in Professional Learning Community (PLCs) meetings with the campus principal to review data in order to make intervention recommendations/choices for students. The campus has a mid-day tutorial "Road Show" period for intervention, extension and enrichment in core content areas. Students are tiered by level of need by an RTI model. Upon review of data, these tiers are modified and adjusted accordingly, depending on newly identified student needs. Other goals and objectives are adjusted similarly. Changes are communicated to all stakeholders by email, web page postings, parent letters and class meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In response to student need, Ranger Science teachers, in collaboration with the principal, planned and implemented a classroom notebook project, beginning with the middle school science students. One class package was purchased for one middle school science classroom. The plan included daily student use of the notebooks at the middle school level, which began this school year. The three science teachers, from both middle and high school, are in the process of completing a professional development plan on effective use of the notebook in terms of instructional technology access in the classroom, going "paperless", and engaging forms of student interactions. These teachers are now campus Teachers of Teachers, bringing professional development home to our district and becoming master mentor teachers. Their coordinated efforts have already caught the imagination and interest of teachers who have not had the opportunity to widely use technology resources. Summer trainings are already scheduled, with a plan for all teachers to receive professional development in the incorporation of instructional technology use in the laptops via notebooks by the end of October 2014.

Ranger will ensure maximum effectiveness of grant funds. Regularly scheduled meetings of grant project personnel will be designed to review each month's achievements towards the goals of the grant, discuss and areas of need or concern to focus on a commitment towards success. Support for teachers will also be differentiated and individualized as teachers learn through practice how to make instruction with the daily use of notebook technology manageable and effective.

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Changes on this page have been confirmed with:

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of student grades & assessments by report card and Eduphoria data review.	1.	Reduce % of student failures each six weeks in core subject areas.
		2.	Student improvement on mid-year benchmarks from previous year.
		3.	Reduce % of zeros for non-completion of student homework.
2.	Formative evaluation for ongoing assessment of project activities.	1.	The extent to which the activities of the project were implemented on time.
		2.	The extent to which performance targets are met.
		3.	The impact of the project activities on the participants.
3.	Tracking of MiFi device at home usage as well as Wi-Fi Hot spot residential use.	1.	The extent to which the project is being implemented as planned.
		2.	Increased number and % of econ disadv student use after school hours
		3.	Total usage reports showing increased residential & hot spot devices use.
4.	Quantitative evaluation of parent/community informational and instructional meetings.	1.	Increased parent and community involvement, campus image.
		2.	Increased academic achievement and homework completions.
		3.	Improve school-to-home/community image.
5.	Qualitative evaluation to be used as a baseline to track future gains in achievement.	1.	Gains in classroom performance as measured by class grades.
		2.	Performance measures on various software programs/standardized tests.
		3.	Gains in STAAR scores.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process Ranger will use for collecting data, identifying problems and implementing corrective actions will follow current campus evaluation processes, but in greater detail as necessitated by the grant. Quantitative evaluation reports written each six weeks will be used as a baseline to track: future gains in student academic performance; gains in classroom performance as measured by class grades, performance measures on various software programs and other standardized tests; teacher, student, parent and mentor evaluation of the quality of instructional technology program and use of notebook in and outside the classroom; and gains in STAAR scores, attendance at the various programs, and increases in the number of parents and other community stakeholders who volunteer at the campus.

Formative evaluation will begin during project development and will continue throughout the grant funding period. The intent is to assess ongoing project activities and provide information to monitor and improve the project. Formative evaluations will be conducted at several points in the developmental life of this project. Examples of the information to be collected are as follows: 1. The extent to which the activities of the project were implemented as planned; 2. The effectiveness of the activities in achieving the goals and objectives of the project; 3. The impact of the project activities on the participants; 4. The extent to which performance targets were met; and 4. The methods by which the program needs modification on a day-to-day basis to meet project goals will be determined by the data from the students.

The grant team in conjunction with the campus SBDM will meet each six weeks to review the evaluation reports, revise program components as needed and summarized information in a report to be published to parents, community members and faculty/staff view newsletters and the district website.

Schedule #16—Responses to Statutory Requirements**For TEA Use Only**

Changes on this page have been confirmed with:

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On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD assures that grants funds will be used to create a totally new technology lending program to put online instructional resource into the hands of our Middle and High school students. Funds will be used only to purchase notebook computer device for each student along with associated accessories (such as chargers, covers, carrying bags) and insurance; MiFi internet connect devices; and Wi-Fi "Hot-Spot" devices. None of the requested items replaces funds in the 2013/14 or 2014/15 budgets. Additionally, to allow Ranger ISD to maintain the success items funded by this grant past this specific grant's funding, we will link these items to future grants and to the "hard money" of the campus. This will also allow us to use these grant funds to determine the items that are effective and create a world class educational system at Ranger Middle and High schools, where we can develop life-long learners among all our sub-group populations. This total integration of funding streams will allow Ranger to leverage grant funds with other State, Federal, and Local to create a program which will be much more inclusive and better meet the needs of all the students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 067907

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD has not purchased any other technology equipment for the purpose of a lending program. Nevertheless, current and planned technology resources will work in tandem with resources acquired from grant funds in order to provide for greater internet access at the campus. We have some Wi-Fi access, but require more to adequately ensure maximum student use during their school day. The district is in the process of significantly upgrading its WI-FI access by upgrading the wireless controller, and adding additional access points in classroom that will accommodate for a significantly greater number of clients.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD has high expectations and goals for its students and expects our students to be academically ready to meet the challenges of the state and federal accountability systems. We additionally maintain that we will provide all students with quality academic programs and instruction. By receiving access to online learning resources 24 hours a day, 7 days a week, our students will for the first time have the resources they need to accelerate academically and compete with their non-economically disadvantaged peers. Another district goal is that Ranger will provide educational, enrichment, and teambuilding opportunities outside the classroom. The lending program links directly with this goal.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger Middle and High Schools have struggled academically since the 2011/12 school year. State assessment data shows significant need in the area of math for both Middle and High Schools (scores from Middle School in the 50% passing ranges and High School in the 60% passing ranges); reading for Middle School with scores in the 60% ranges. The 2012/13 Texas Academic Performance Report shows the Accountability Rating for Ranger Middle School as an Improvement Required campus. Therefore our highest need exists for our Economically Disadvantaged students at the Middle School campus. Additional priority will be given to High School students who are performing well below expected achievement levels.

Ranger ISD assures that the MiFi internet devices will be loaned to students for residential access to the internet based on students who have the greatest need. The campuses will use a Response to Intervention (RTI) method to identify students who are at greatest risk for failure. The students in the Tier 3 group who do not have internet access at the residence already will have a prioritized access to check out the MiFi devices.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD utilizes the TEKS Resource System for core course Curriculum Scope and Sequence. Teachers are required to follow the system's Instructional Focus Documents and allowed to use any resource available to present these lessons. Teachers use a variety of resources to teach core content, but often must print out copious worksheets in order to get the lesson information to students. Notebook technology in the hands of all students would open up curriculum flexibility for teacher use with all students. Currently, students who are unable to complete homework assignments due to no residential internet access are allowed to work in labs before/after school, during lunch and mid-day tutorials.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD has limited access to technology due to limited financial resources. Nevertheless, teachers attempt to incorporate electronic instruction materials, via whole group instruction, by using Smartboards and the mobile laptop station. The Mathematics team incorporates technology regularly by using Smartboards in Mathematics instruction. The Smartboards allow students to manipulate two- and three-dimensional figures, draw out and explore trigonometric functions, utilize place value blocks, interact with minute and second hands on clocks, and much more electronically. Science teams use Smartboards to enhance instruction in a variety of ways, including addition of interactive online Science labs. All Middle School students began using notebook technology in Science Spring 2014 to access online textbooks, resources and other science materials. Students have already advanced to an 80% paperless classroom. Secondary history classes are able to access history using the mobile laptop station. These laptops allow history teachers to direct student in research of historical events as well as make history come alive through digital media, and real-time Economics lab as they "play" a virtual stock market.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of RISD professional development (PD) is to: 1) prepare teachers to integrate technology throughout the educational program; 2) prepare teachers to support student-centered learning; and 3) show teachers how to use more effective strategies to prepare students for their future roles in a digital world of technology. Staff has trained in the integration of a variety of instructional technology resources. In spring 2014, RISD purchased a set of notebooks devices for one MS Science class. We are collaborating for future integration of notebook technology with several subject matter expert teachers, "Peer Partners", having already begun initial trainings. Peer Partners will be campus trainers, advisors, role models, and a resource for other staff members. The Middle/High schools have a total of 28 staff, with a variety of technology skill levels and abilities and plan to individualize training by teacher need. Our Peer Partners will attend workshops and a conference in June 2014. In July and Aug, 2014, and during In-service, Peer Partners along with administration will host training opportunities for face-to-face training. We will have 5 training objectives/deadlines: basic operating system orientation, by 08/31/14; file management, by 09/30/14; basic apps training, by 10/31/14; online lesson plans/teacher tools/curriculum sites, by 11/30/14; and home-to-school connection to transform learning environment/project-based learning, by 12/19/14. Tasks will have 3 parts: 1) be classroom based with an instructor and/or videos/webinars; 2) application based with Peer Partners and other tech-savvy teachers traveling to classrooms to provide 1-on-1 help; 3) self-study based with a "task check-off sheet", which will be a part of teacher's personal learning plan (PLP). RISD plans to sustain professional development with ongoing support, throughout the life of the grant, and beyond. We will use a survey prior to grant implementation and then again at the end of the first year of the lending program. Future training for the summer of 2015 and beyond will depend upon the needs of our staff as reflected in our survey. A staff professional development section on the district website will be devoted to networking, sharing with others, study groups, and professional development pdfs, videos, Q & A section, technology support, and webinars

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current infrastructure consists of one Aruba 650 controller with 2 SSID's across 12 access points, 9 of which are installed in the secondary campuses. Each access point can accommodate up to 23 devices across the infrastructure. A DHCP scope is configured to distribute IP addresses as needed according to the volume of clients on each access point. Plans are being made at this time to install additional access points to accommodate for 1:1. Plans are to have an access point in every classroom as long as it is not too close to cause interference. The district is currently planning with CDWG and Traversa to update and ramp up the current infrastructure.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is providing Internet access to students after school and in the evenings through our existing infrastructure as the range of current structure reaches far beyond the scope of the buildings. Students are currently able to connect to the Internet by parking in the main parking lot in the front of the school and also on the side where there is strong, adequate wireless signal. The parking lot is well-lit and has security cameras installed. There will also be three additional Wi-Fi hot spots installed throughout the community to allow students different locations near their residents for internet access. Students will also have access to MiFi's that will be available for checkout through an internet subscription for residential internet access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ranger ISD has a technology director, along with trained staff who will provide support for students' anticipated use of technological devices. The district also plans to provide additional professional development for multiple teachers who will be trained as Chromebook experts. This training as well as other trainings will take place online and through various professional development environments, the summer prior to the implementation of the grant. Each teacher at the MS/HS level will have the required training to help trouble shoot technical problems prior to sending the notebook to one of the Chromebook experts. There will also be resources available on the school website to help students with frequently asked questions or problems.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Assemblies will be held within the first few weeks of school the fall semester. The meetings will be assigned and presented by grade level. At this meeting, parents and students will be trained on how to use the device. The students and parents will also be trained/educated on the care and treatment of the device. Upon the completion of this training, and all documentation signed and turned into the technology director, students will then be issued their equipment. The technology director will record the serial number for each device and maintain an organized system of all equipment issued to students. The technology director, along with a committee of teachers/school employees, will assist in the disbursement of the devices. The technology director will be in charge of the check-out and check-in process. In cases of competing need, priority will be given to students performing poorly in core subjects who are in need of raising standardized scores. During the course of the school year, routine maintenance will be performed on a predetermined schedule. In the event of equipment not operating correctly, there will be a process in place for students to report the problem to the technology department. At the end of the check-out period, the team will assess each device checked in using a rubric. All devices will have routine maintenance performed at the end of the check-out period and before the beginning of the next school year.

In the event of new student enrolling into Ranger ISD, the student and parent must go through training at the school via online instruction or instruction by the technology department, in order to receive their device.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 067907

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is aware that insurance will be provided for the technology lending equipment and will take out the necessary policies to cover such equipment as deemed necessary by the grant and by the insurance company. Quotes from various insurance companies have been obtained to cover 250 Chromebooks. The district technology director/principal will keep up to date records of the issued equipment. The model number, serial number and computer number will be recorded as the equipment is issued to students. Random equipment checks will take place to help account for all equipment and to ensure that it is being utilized by the proper student.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team is in the process of creating a Technology Lending Agreement to be signed by the both the parents and/or guardians and by the students. The agreement will address the responsibilities, use and care of equipment. The document also addresses the responsibilities of both parties. These responsibilities include the use of the district's digital resource and responsibilities of the Internet. The district will ensure that the students using TLG equipment have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Technology will not be delivered to residential addresses; however, students will have Internet access via the school parking lot, three Wi-Fi hot spots placed throughout the community, and also the availability of MiFi device hot spots that may be checked out by students for use at their residence. Students will adhere to the AUP of Ranger ISD that is already in place.

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